



## UNIVERSITY OF GLOUCESTERSHIRE

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03 September, 2021



# **Welcome to the Society and Learning RPA meeting**





# Education - Teacher Training - Social Sciences



## Social Work



# Structure for today

#societyandlearning

- Introduction to Society and Learning and RPAs
  - > Researcher slides block 1
- Hear from the research leads and working groups
  - > Researcher slides block 2
- Additional support, Q & A, and ideas!
  - > Researcher slices block 3



# **Society and Learning and RPAs**

# What RPA's do...

A university structure to help organise and support research

Each contains a few subject communities/research areas

These constituent parts might eventually for REF units of submission







# REF units of submission

REF is the way that the UK government apportions research income to universities

A 4-5 year cycle of research, impact, income, and environment

Generates annual income for the university they reappportion through RPAs and UoAs

For us, its about creating a supportive, not a competitive environment





**How Society  
and learning  
can help this...**

**Identity**

**Opportunity**

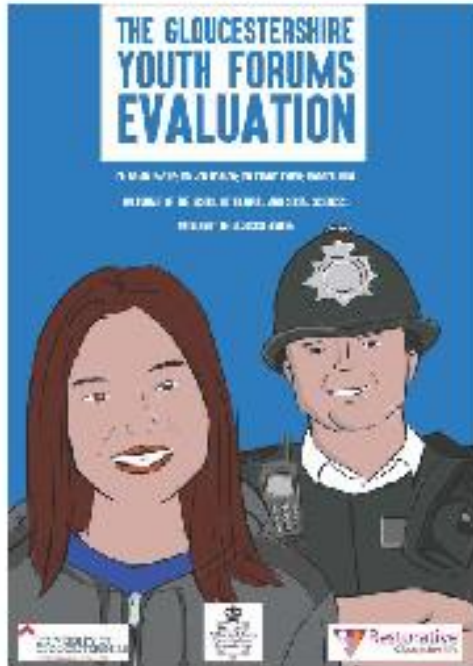
**Productivity**





# Researcher presentations group 1





**Young people in various settings, supporting diversion from crime and engaging with communities**

See report [here](#)

Paper on police and young people [here](#) Paper on young people in supported housing [here](#)



**Conflict, serious crimes, reconciliation, and peace – and the role for restorative justice**

See presentation on maintaining peace in Sierra Leone [here](#)



All Party Parliamentary Group on  
**appg | Restorative Justice**

**APPG Steering group, examining the use of Restorative Justice and Restorative approaches across the UK.**

APPG Link [here](#)

Summary of steering group evidence [here](#)

All Publications [here](#)

[jhobson@glos.ac.uk](mailto:jhobson@glos.ac.uk)

@iamjonhobson



# Ros Jennings: Professor of Ageing, Culture and Media

- **Research Interests:** Ageing/ Growing Old/ The Older Self/Older Populations -
  - Challenging cultural ageism
  - Autoethnography and the meanings and contributions of autoethnographic data
  - Feminist approaches and issues in research on older people and the older self
  - Queer approaches and issues in research on older people and the older self
- **THE WAM MANIFESTO** <https://uniofglos.blog/wam/manifesto/>
- **Centre for Women, Ageing and Media (WAM)** <https://uniofglos.blog/wam/>
- [Ros Jennings \(0000-0002-5852-9420\) - ORCID](https://orcid.org/0000-0002-5852-9420)
- @RosJennings
- <https://glos.academia.edu/RosJennings>





Dr Daniel P Ash

SL in criminology

email: [dash@glos.ac.uk](mailto:dash@glos.ac.uk)

Research gate link: <https://www.researchgate.net/profile/Daniel-Ash-5>

Google scholar: <https://scholar.google.com/citations?user=EZtMSrMAAAAJ&hl=en&oi=ao>

### Areas of interest:

**Early intervention** with young people (for preventing crime), **Police culture**, **domestic abuse policing**, **police policy & process**, **officer learning**

(I am happy to do any other inter and trans-disciplinary stuff - the stranger the better!)

### Previous research:

Doctoral thesis: Keele University. Balancing value and effort:

a classic grounded theory of frontline police practice

Co-investigator: Cardiff University (£50,000) – 2 yr Early intervention project in schools – understanding empathy and its links to anti social behaviour

Co-investigator: Erasmus+ (£750,000) 3yr international project – early school leaving and its effect on young person outcomes

### Current research:

Co-applicant & co-investigator: Stirling university (£2 million) – 4yr project exploring innovations in public services for children and families affected by domestic abuse.



'Little Johnny was eager to engage with my proposed early intervention approach' (Ash, 2020)



'The patrol officers seemed unconvinced with my road safety recommendations' (Ash, 2021)



Dr Steve Bullock  
([sbullock@glos.ac.uk](mailto:sbullock@glos.ac.uk))

- I completed my PHD and am looking to potentially publish from it and am happy to work with others on relevant themes
- Title of My PHD is: **A study of how local communities responded to changes in local authority youth services between 2010-2015: A Foucauldian and Baumanian perspective**
- It can be found here: <http://eprints.glos.ac.uk/9292/>
- Developed concepts in the PHD
  - Loconomy, histological governmentality, Situational Dynamics
- Key words associated/interests
  - Young people, youth work, youth services, communities, parish/town councils, social policy, neoliberalism, marketisation, shrinkflation, spirituality, Bauman, Foucault: especially governmentality, neoliberal governmentality, discipline, power/knowledge, discourse.



# Dr. Stephen Cowden – research interests



- Senior Lecturer in Social Work at the University of Gloucestershire with an interest in the inter-relationships between pedagogy, social justice and equality.
- I have written and researched in the area of Critical Pedagogy, looking at the educational philosophies of Paulo Freire and Jacques Rancière and applying these to social work education and practice.
- I am also interested in the way Critical Pedagogy can be used as a method for addressing issues such as racism, hate crime and radicalization.
- I am currently researching the way social workers are addressing concerns around radicalization under the Prevent Duty from a safeguarding perspective. I hope to develop this work at UoG.
- Commissioning Editor for the Peter Lang Book Series *New Disciplinary Perspectives on Education* (<http://www.peterlang.com?NDPOE>) and am co-editor of the first book in this series: *The Practice of Equality: Jacques Rancière and Critical Pedagogy*
- I recently edited *The Routledge Handbook for Critical Pedagogies in Social Work* (2020)
- My writing is available at Researchgate: <https://www.researchgate.net/profile/Stephen-Cowden>



# Research related to learning for sustainability

## Erasmus+ -funded projects:

- **RSP II – ends Sept 2021**

<https://www.mdpi.com/2071-1050/11/7/1890> & <https://oaj.fupress.net/index.php/formare/article/view/3755>

- **Mission-based Learning – ends Aug 2022** [doi.org/10.3390/su13052790](https://doi.org/10.3390/su13052790)
- **Young Europeans – ends Aug 2022**

## Commercial contracts (evaluations):

- ***Foresters' Forest* (Forest Enterprise) – ends Oct 2021**
- ***Dirt is Good* (Global Action Plan) – ends Dec 2023**

## Other:

- **LSBU – LfS in HE research group** <https://doi.org/10.2478/dcse-2021-0011>
- **Research into impact of LeARN (Learning & Research Network) school-based, teacher-led research projects (UoG) – starts 2021/22**

**Contact: Paul Vare** [pvarre@glos.ac.uk](mailto:pvarre@glos.ac.uk)

# Teacher Education Research Group (TERG)

- **Current members:** Colin Forster, Tracey Wire, Emma Howell, Rachel Eperjesi, Ruth Hollier, Jude Penny
- **Current Project:** 'Who's the expert?' - Examining the introduction of the Initial Teacher Training Core Content Framework (CCF) in our partnership schools; the role of the school mentor and the relationship between schools and university provision
- **Areas of interest:** We are keen to research aspects of teacher education that might ensure an enhanced experience for our students, support our partnership schools and improve university provision.

Email: [cforster@glos.ac.uk](mailto:cforster@glos.ac.uk); [twire@glos.ac.uk](mailto:twire@glos.ac.uk)

Twitter: @UoGEducation



# Research Leads



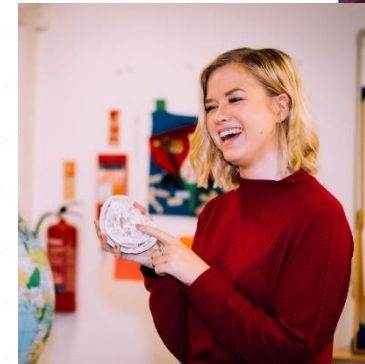
# UoA 23 Education Research Themes

***Dr Adeela Shafi & Dr Paul Vare***

UoA23 comes under the RPA theme of  
***‘Education, Children, Young People, and Families’***

Within this we have specific research themes which reflect the research interests of our subject community:

1. Education for sustainable development
2. Engaging marginalised groups with education
3. Young People & Families
4. Pedagogic & Curricular Research





# 1. Education for sustainable development



There is no shortage of evidence to show the array of interconnected social and environmental challenges facing society, from biodiversity loss to gross inequality to climate change.

Given that education tends to reflect the society it serves, there is an urgent need to change education itself in order to help us achieve a more sustainable world. What such a change might look like is the focus of this thematic area.



## 2. Engaging marginalised groups in the education process

This theme focuses on the education of marginalised young people who may be in the youth justice system. We explore the ways in which these young people can be re-engaged with education and learning.

The emphasis is on understanding the challenges for them and how these may be addressed or overcome in and through education.





### 3. Young people and families



This research theme employs multi-disciplinary research in order to engage in principle encounters with young people and their families.

This work necessitates a multi-professional approach through which the interaction between families, young people and services can be explored.

Mobile families, post-separation families, shared time parenting, nurture groups and an understanding of the factors that reduce exclusion in schools, comprise this research strand.



## 4. Pedagogic and curricular research

In line with the University strategy our purpose in learning and teaching is to nurture in students and staff, the pursuit of community and personal transformation.

We believe engendering a passion for learning and subject expertise will enable our students to develop as critical thinkers, who are engaged, enquiring, empowered, empathetic and ethical citizens.

Pedagogic and curricular research emerges as a key aspect of our purpose, values and mission in relation to our students.







# UoA 21 – Sociology (Lead - Dr Dan Ash)

[dash@glos.ac.uk](mailto:dash@glos.ac.uk)

- Research groups (at the heart of our REF response!)
  - Publication
  - Collaboration/bidding
  - Stakeholder development
  - Developing ourselves as academics!
  - Good coffee and cake
- PGR examining/supervision



# Social Work – Developing a research community and identity

Dr Stephen Cowden  
Prof. Ros Jennings





# Researcher presentations group 2





# Louise Folkes (lecturer in Social Sciences)

**Email:** [lfolkes@glos.ac.uk](mailto:lfolkes@glos.ac.uk)

**Twitter:** @louisemfolkes

My research interests encompass a wide range of areas including:

- Social mobility
- Community and place-making
- Class identities and inequality
- HE inequalities
- Poverty, welfare and policy
- Gentrification, housing and displacement

Methodology and methods interests:

- Ethnographic approaches
- Creative research methods: timelines, drawing, mapping, collaging
- Qualitative interviewing including photo elicitation, walking interviews, and interviews inside the home
- Discursive identity construction drawing upon discursive psychology and discourse analysis
- Narrative analysis

Dr. Susie Atherton - [satherton3@glos.ac.uk](mailto:satherton3@glos.ac.uk) - @SusieAtherton

- PhD – ‘Creating ‘community’ through criminal justice policy: Engaging citizens and determining responsibility’
- My PhD explored the claims of community justice initiatives to bring about a ‘sense of community’ for local citizens, and engaging them in working with the state to deal with crime and disorder, this was a qualitative study to examine the experiences of both community and community justice, in a location (Middlesbrough) which was chosen to pilot the community court model, in 2006.
- The findings demonstrate the continuing challenges for innovation in criminal justice in community settings, relating to broader political changes and the socio-economic circumstances of residents; this means that policies which claim to create a ‘sense of community’ through the processes of justice remain limited in their scope due to the broader structural, political and social issues, which affect the daily lives of citizens.
- My other research interests are community engagement in policing and justice, alternative justice, qualitative methodologies, participatory and narrative research and the public understanding of justice and punishment.
- Resource links
- LinkedIn [Dr. Susie Atherton - Senior Lecturer in Criminology - University of Gloucestershire | LinkedIn](#)
- Orcid - [ORCID](#)



Aimee Georgeson [Ageorgeson@glos.ac.uk](mailto:Ageorgeson@glos.ac.uk)

My Research interests include most things connected to challenging and changing dominant cultures and/or the narratives that uphold them including:

- Ending Violence Against Women and Girls.
- Environmental/Biophilic Social Work.
- Matriarchal/Maternal-gift economies.



Matriarchal Societies Heide Goettner-Abendroth

Genevieve Vaughan - <http://gift-economy.com/>

Bayu Akamalafe: <https://www.youtube.com/watch?v=m4XkmPxpogI>





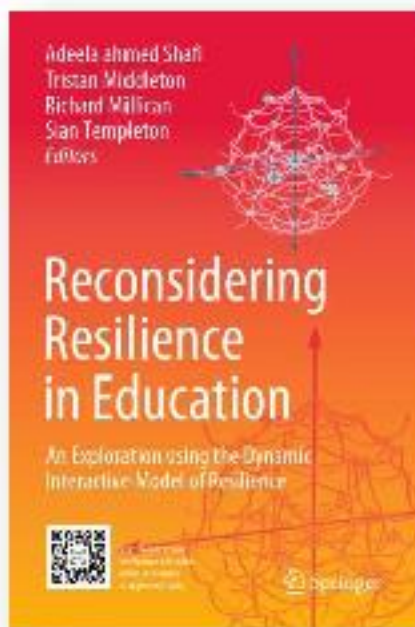
## The education of young people in conflict with the law

Currently working on 3 Erasmus funded projects



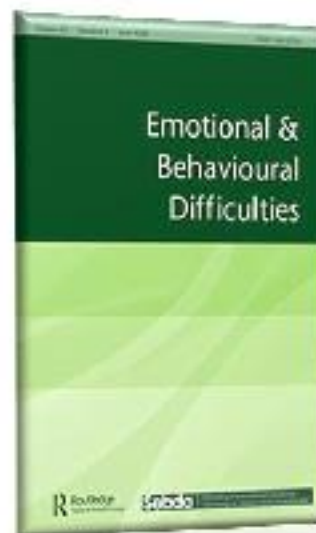
Skills4Life After Prison

## Pedagogic & Curricular Research



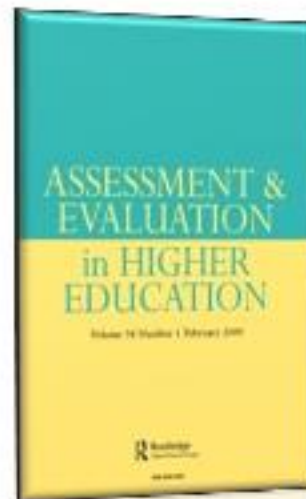
**Towards a dynamic interactive model of resilience (DIMoR) for education and learning contexts**

Adeela ahmed Shafi Sian Templeton Tristan Middleton Richard Millican Paul Vare Rebecca Pritchard



**Developing effective assessment feedback: academic buoyancy and the relational dimensions of feedback**

Tristan Middleton, Adeela ahmed Shafi, Richard Millican & Sian Templeton



**The role of assessment feedback in developing academic buoyancy**

Adeela ahmed Shafi, Jenny Hatley, Tristan Middleton, Richard Millican & Sian Templeton



# JACK JAMES

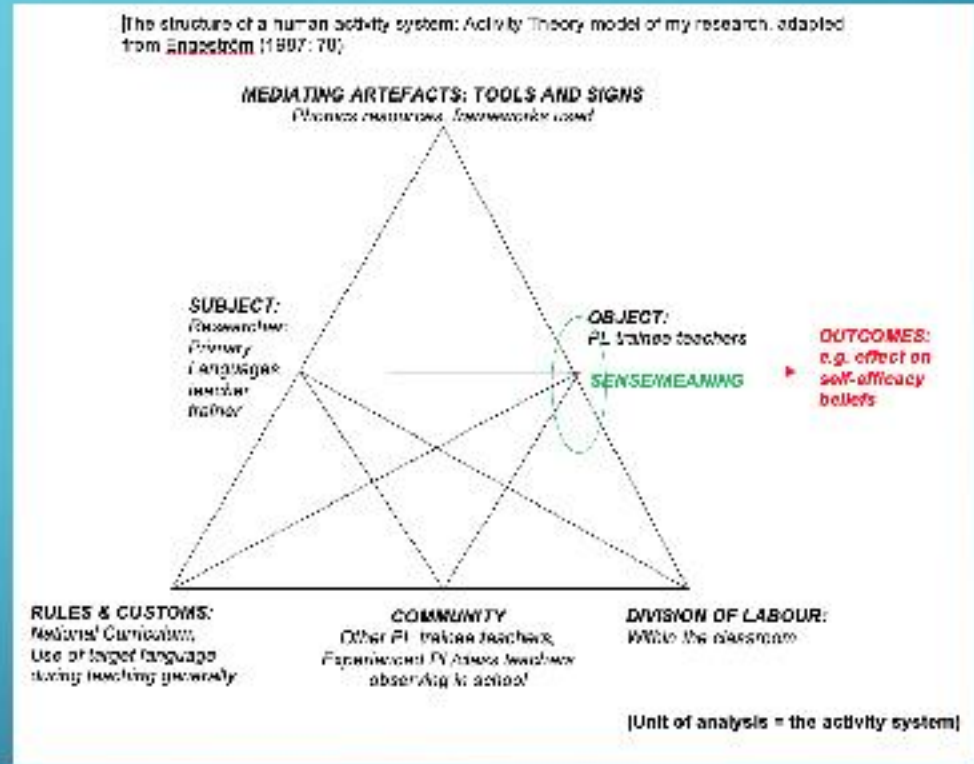
## LECTURER IN SOCIAL SCIENCES

- [jjames16@glos.ac.uk](mailto:jjames16@glos.ac.uk)
- LinkedIn - [www.linkedin.com/in/jack-james-67561620b](https://www.linkedin.com/in/jack-james-67561620b)
- Twitter - @\_\_jackjames
- Lecturer in Social Sciences, predominantly teaching across Policing and Criminology
- BSc in Criminology, MA in International Security
- ECR interested in Taser, public order policing, concepts of risk, police use of force and wider policing practice
- Serving Special Constable for 6 years now, also interested researching how Covid-19 has impacted policing
- Currently considering PhD proposal for 2022!





# Ed.D thesis: Investigating the effect of a series of foreign language phonology sessions on the development of trainee primary languages teachers and their self-efficacy beliefs







## Anamika Twyman-Ghoshal

[atwymanghoshal@glos.ac.uk](mailto:atwymanghoshal@glos.ac.uk)

<https://twymanghoshal.com/>

[@ProfessorTwyG](#)

### Climate Change & Crime

Twyman-Ghoshal, A., Patten, E., & Ciaramella, E. (in press). Media Representation of the Nexus between Climate Change and Crime. *Critical Criminology*.

→ Twyman-Ghoshal, A., & Passas, N. Big Oil and Anthropogenic Climate Change: A True Crime Story.

### State Co-offending & Extraordinary State Crime

Twyman-Ghoshal, A. (2021). [State co-offending: The case of the recolonization of the Chagos Archipelago and the forced eviction of the Chagossians](#). *Critical Criminology*, 29(2), 1-18.

→ Twyman-Ghoshal, A., & Wahrer, K. International Criminal Justice and Extraordinary State Crime: The case of the British Indian Ocean Territory.

### Decolonising Criminology

Twyman-Ghoshal, A., & Carkin Lacorazza, D. (2020 Sept/Oct). [Antiracist & Decolonized Teaching: A Call to Action](#). *ASC The Criminologist*, Lead Article.

→ Twyman-Ghoshal, A., & Carkin Lacorazza, D. Uncovering Criminology: A Reflexive Postcolonial Review.

### Maritime Piracy Database

<https://maritimepiracy.com/>

### Restorative Justice Application

<https://restorativ.co/>



## THE RIGHT TO (PAINT) THE CITY IN POST-EXPLOSION DISASTER BEIRUT: INSIGHTS FROM STREET ARTISTS

Dr Omar El Masri, [oelmasri@glos.ac.uk](mailto:oelmasri@glos.ac.uk), social: omasriful.

Extension of doctoral work (post-script)

- Research questions:
  - What do Beirut-based street artists think about the politicisation of their work in post-explosion disaster Beirut?
  - Is a 'right to the city' framework still relevant in post-explosion disaster Beirut?
- Working concepts: space and place, affect/emotions, symbolic interactionism, and social identity
- Progress: Interviews with Beirut street artists conducted, transcripts analysed, and at present, writing up.
- Publication: Intended for Space and Culture Journal.



**Richard Hester**

Rhester@glos.ac.uk

**Young people and football  
violence**

(latest paper [here](#))

**Restorative justice**

(latest work [here](#))

**Green Criminology and wildlife  
crime**

See all publications [here](#)



## ***Current Projects***

The current state of wildlife crime in the UK

The pre-join policing degree – what motivates students to opt for this entry path?

Sustainability in frontline practice (stage 1)

Book chapter on animal abuse and intimate partner violence ....

PhD (coming soon!) Wildlife rangers and trauma / secondary victims / global differences in support options..

## ***Areas of Interest***

- Public protection – all areas (in particular sexual abuse and systemic failure).
- Victimology
- Police Culture
- Green Criminology
- Interdisciplinary social and natural sciences
- Sustainability

**Nadine Harding**



## Davy Hambling, Course Lead & Senior Lecturer Social Work BSc Degree

- Recurrent Care Proceedings; the social, economic and humanitarian costs: What helps parents in breaking the cycle? Lit Review Gloucestershire County Council
- Service Evaluation of a Complex Needs Women's Outreach Service 1) Qualitative 2) Quantitative including cost benefit analysis and humanitarian impacts.
- Evaluation and research into young carers experiences of co-production and delivery of training and awareness raising events, providing insight for practitioners into living with familial substance misuse and/or mental ill health.
- Child-centred practice: Perspectives of third year social work students view of it being incorporated into professional practice. Focus groups carried out.
- Practicing for Practice – evaluating simulated practice scenarios on a social work qualifying programme and its impacts on preparing social work students for practice
- Interested in providing videos for student's assessment feedback to personalise and demonstrate clarity in decision making



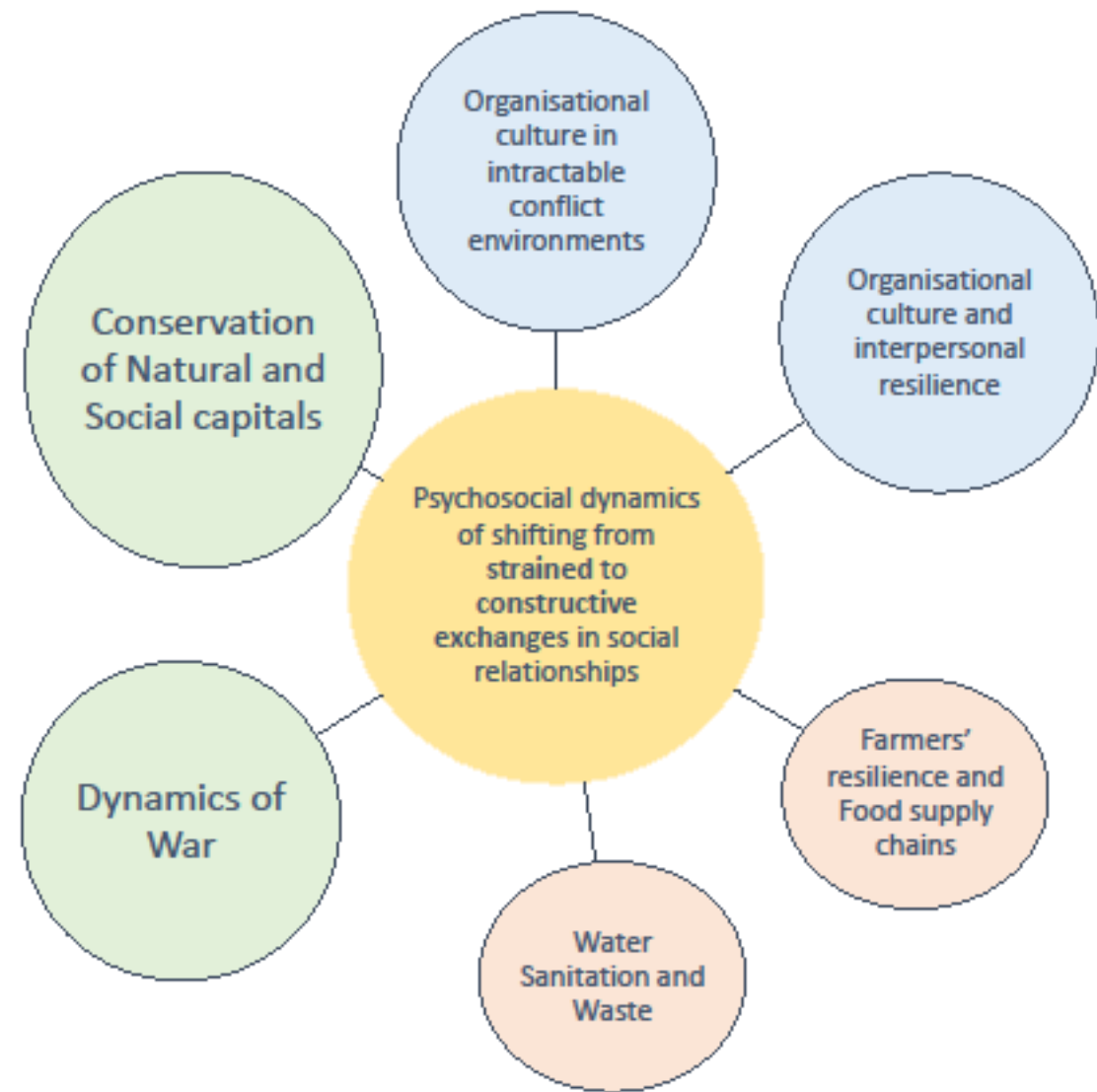
Dr Dilshaad Bundhoo  
Research Fellow with the CCRI / Lecturer with SNSS  
[Dbundhoo@glos.ac.uk](mailto:Dbundhoo@glos.ac.uk)  
twitter: @Bdilshaad

#### Recent publications

**Bundhoo, Dilshaad**, and Kenneth Lynch. "Pacing emotional labour of qualitative research in an intractable conflict environment." *Area* 53, no. 1 (2021): 47-55.  
<https://rgs-ibg.onlinelibrary.wiley.com/doi/epdf/10.1111/area.12640>

Willcock, Simon, Alison Parker, Charlotte Wilson, Tim Brewer, **Dilshaad Bundhoo**, Sarah Cooper, Kenneth Lynch et al. "Nature provides valuable sanitation services." *One Earth* 4, no. 2 (2021): 192-201.

Welivita, Indunee, Simon Willcock, Amy Lewis, **Dilshaad Bundhoo**, Tim Brewer, Sarah Cooper, Kenneth Lynch et al. "Evidence of similarities in ecosystem service flow across the rural-urban spectrum." *Land* 10, no. 4 (2021): 430.



Main focus of my research in yellow;  
PhD expertise in Blue;  
past research experience in orange  
and current and future research interests in green



# **Additional support, Q&A and ideas**





# Additional support:

## Early Career Researcher network:

- Dr Mouhamed Thiam - [mthiam@glos.ac.uk](mailto:mthiam@glos.ac.uk)
- @Mouhamedthiam

## Early Career RPA representative

- Dr Louise Folkes – [lfolkes@glos.ac.uk](mailto:lfolkes@glos.ac.uk)

## Early Career UoA/team representatives

- Slots still open – email Mouhamed!

# Q&A and ideas







# Researcher presentations group 3



# JANE MS

- Home Office study for the perpetrator fund looking at building temporal sequences for IPA related suicide and Honour killing. Also developing risk assessment tools for IPA suicide/Honour killing/IPA homicide.
- Pilot study with a number of organisations of the tools from the project - including Dyfed Powys Police; RESPECT; AAFDA; Staffordshire Police and others
- Hidden Homicide Project: looking at case studies of sudden unexpected deaths with a history of IPA and looking at barriers to recognizing them as potential homicides.
- Making a film for Staffordshire Police based on the temporal sequencing research for training purposes for frontline officers
- Developing and evaluating a Stalking Secondary Risk Assessment Unit with Dyfed Powys Police using tools developed through previous research





# Natalie Jester

- Email: [njester@glos.ac.uk](mailto:njester@glos.ac.uk); Twitter: [@nataliejester](https://twitter.com/nataliejester) (occasional tweets also about food and dogs); [ResearchGate](#); [Academia.edu](#); [Google Scholar](#)
- I focus on in/security and identity on social media platforms (such as YouTube, Twitter, Facebook) and online news websites asking what practices of violence these discourses make possible
- Common sub themes: gender, technology, states, Orientalism and the everyday
- Methods: discourse analysis, digital methods, visual materials
- I sometimes publish on teaching, too
- All my work (published, conferences etc) is listed in [the repository](#)

Example: a recent article (under review) examines representations of women in arms companies' Twitter feeds over a three month period. It argues that progressive/"feminist" constructions of the arms trade make it harder to conceptualise it as harmful and, as a result, harder to consider their activities as something that should be criminalised.





Tristan Middleton – Education Community

[tmiddleton1@glos.ac.uk](mailto:tmiddleton1@glos.ac.uk)

twitter: @MiddersTristan

Areas of research interest and publication:

Relational education, nurture groups, special educational needs, SENCos, resilience, practitioner wellbeing.

Editor of International Journal of Nurture in Education:

[www.nurtureuk.org/research-evidence/international-journal-nurture-education](http://www.nurtureuk.org/research-evidence/international-journal-nurture-education)



# Emma Perry

## Senior Lecturer in Social Work



@SocialWorkEm



### Research Areas:

- Social Work with Older People
- Ageing and Later Life
- Relationships in Later Life
  
- Student Experiences of Practice Placement
- Student Experiences of Simulated Learning Activities (with David Hambling)


### Links to published work:

['Statutory Placement Experiences of Final Year Students on a BSc \(Hons\) Social Work Programme in England'](#)


['Casting Light on the Distinctive Contribution of Social Work in Multidisciplinary Teams for Older People'](#)



# Grace Boughton

- Email: [gboughton1@glos.ac.uk](mailto:gboughton1@glos.ac.uk)
  - Twitter: @gboughton\_\_
  - Areas of interest: reviewing serious & major violent crime; domestic abuse & homicide; homicide investigation.
  - I'm currently finishing my PhD on Domestic Homicide Reviews with the University of South Wales.
- 





John Hockey

Occupational Culture

Sociology of Sport

Sensory Anthropology/Sociology

Phenomenological Sociology

Ethnomethodology

Ethnography

Publications here:

<http://eprints.glos.ac.uk/view/creators/2417.html>

# Current Research - Dr Louise Livesey

- **Sexual Violence Research Group**
  - Are there models to how Uniformed Services Personnel (ab)use their authority for sexual gain?
  - Newspaper representations of high-profile sexual abusers and their victims.
- **Home Office Bid to Safety of Women At Night Fund (with Cheltenham Borough Council, GRASAC and others)**
  - Creating a Charter Mark for women's safety in the Evening & Night Time Economy including training for ENTE Licensed Premises staff on preventing sexual harassment & violence
- **With Professor Marian Duggan (Kent) and Dr Anna Bull (York)**
  - What can we learn from the conduct of University surveys around sexual harassment, sexual violence and sexual misconduct?
- **With British Sociological Association Violence Against Women Study Group**
  - Assessing ACEs from feminist perspectives
- **With Remembering Srebrenica (two year project with Dr Omar El Masri)**
  - Oral narratives of Bosnian refugees to the UK and UK people who helped Bosnian refugees in Bosnia and in the UK during and after the Bosnian War



## Research Interests

- Background in early years, education and more laterally, psychology
- Intrigued by complexities within relationships, perceptions and constructions, how these may intersect with other factors including structures and culture
- Critical realist ontology and epistemology – seeking an explanation for phenomena which whilst fallible, is beyond the scope of what social constructivism can offer
- Eager to encourage decolonisation in research through shifts from hegemonic western conceptualisations
- Currently working with non-western populations (in the Philippines) and using indigenous psychology
- Future potential directions – elicit stories from ‘comfort women’, explore the relationships between ‘yayas’, mothers and children

## Masters Level Research: ‘A thematic analysis of how teachers who work in a Philippine dumpsite community perceive their identities’

- Focussed on professional identity development by exploring the perceptions of teachers who teach within a dumpsite community in the Philippines
- Inductive thematic analysis of semi-structured interviews found that teacher identity was multifarious
  - Significant investment of care in the community
  - Resilience derived from personal attributes and network of friends and colleagues – latter as ‘family’
  - Teacher-mother identity – interposed between complex relationships between teacher-student-biological parents
  - Construction of ‘problematic parents’ - ‘ineffectual’ mothers and ‘absent’ fathers
  - Profound emotional investment, but with expectation of reciprocated ‘love’ and gratitude

## Doctoral Level Research: ‘How do families in the dumpsite community experience having a child in education?’

- Paucity of research specifically on subjective experiences of waste picker families
- No known studies of how families from the dumpsite community in the Philippines experience having a child, or children in education
- How do families make sense of their experiences of having a child or children in education and its impact on family life?
- Three studies
  - Mixed-methods design – concurrent nested, qualitative and quantitative data collected and analysed at the same time, qualitative data is prioritised
  - Survey, Narrative Inquiry, Evaluation of an Intervention
  - Participants from dumpsite community – children in education, dyads (mothers and fathers)

